

**Mission:**

The Vermont State Board and Department of Education provide leadership, support and oversight to ensure that the Vermont public education system enables each student to be successful.

**Vision:**

Each learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers, and citizenship. The public education system provides flexible learning environments rich with 21<sup>st</sup> century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community.

**Definition of Core 21<sup>st</sup> Century Knowledge, Skills, and Habits of Mind:**

**Goal I: Educational Leadership**

All levels of Vermont's public education system are guided by effective, transformative educational leaders.

Strategies

- a. The State Board of Education and department leaders will model transformative and accountable leadership practices.
- b. Common standards for effective, transformative educational leadership will underlie all phases of the leader's career.
- c. All new leaders will receive effective induction/mentoring and supervision/evaluation in order to maximize their effectiveness as transformative educational leaders.
- d. All educational leadership preparation and professional development programs recognized or supported by the Department will align with and support the leadership standards.
- e. Individuals with the potential to be transformative educational leaders will be identified and encouraged to pursue leadership roles.

## **Goal II: Learning Expectations**

Learning expectations and assessments incorporate and emphasize the knowledge and skills essential for all PreK-12 learners to be successful.

### Strategies

- a. Vermont's learning expectations will emphasize fewer and deeper key learning expectations of the 21<sup>st</sup> century (core knowledge, skills, dispositions, habits of mind).
- b. Classroom and school-level assessments will offer comprehensive, diverse, and on-going options for learners to demonstrate current proficiency and teachers to plan next steps in instruction.
- c. Attainment of all learning expectations will be tracked at the learner, school, and system levels.
- d. A state-level bank of performance assessments and performance rubrics will be available to assist schools and districts in tracking students' progress toward attainment of key 21<sup>st</sup> century learning expectations at all instructional levels.
- e. Proficiency-based grading and graduation practices as well as exit assessments aligned with post-secondary entry expectations will be in effect system-wide.
- f. Individualized learning plans will address each student's progress toward attainment of all learning expectations and other envisioned outcomes.

### **Goal III: Instructional Practices and Environments**

Learning environments and instructional practices support multiple ways of learning, yield deep understanding and application of essential knowledge and skills, and ensure the success of every student.

#### Strategies

- a. Each school will be led by an effective, transformative leader who has mastery of building a learning culture, implementing best practices in curriculum and assessment, and developing educators.
- b. Learning structures and school climate will support research-based teaching and learning practices and individual achievement of envisioned outcomes.
- c. All schools and districts will implement a system-wide approach for improvement of their social and academic climates that includes benchmarks articulated in annual action plans.
- d. All schools and districts will use data effectively to guide and evaluate instruction.
- e. All educators will be prepared and held accountable for using research-based teaching and learning practices and will collaborate to ensure the success of each student.
- f. All schools will have comprehensive, highly functioning support systems for struggling students.
- g. All schools will engage families, businesses and communities as catalysts, advocates and contributors to the transformed learning culture.

#### **Goal IV: Policy & Governance**

State and local policy and governance facilitate attainment of the educational practices and student outcomes articulated in the Vision.

##### Strategies

- a. An education quality system that measures and audits education outcomes and practices at both the district and school levels will be implemented.
- b. Districts will be restructured so they can substantially improve education quality, expand learning options for all learners, and increase education equity across all subgroups.
- c. Educator preparation, licensing, professional development, and evaluation/compensation systems and requirements will support the envisioned teaching and learning culture as well as student and system outcomes.
- d. A statewide system of support for districts and schools will ensure that each learner has equitable access to high-quality 21<sup>st</sup> century practices and environments.
- e. Local, state, and national partners will be engaged to support the work of the Board and Department on behalf of districts and schools.